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ABSTRACT

The revisions on the Learning Mastery Systems (LMSs) for the Harper & Row grade-one and grade-two and the Macmillan Bank Street grade-one reading programs are outlined in this document. A rationale for the revisions is presented. An LMS is a set of materials and procedures prepared by the southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing reading programs and materials. (Author/RB)

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TITLE: REVISIONS OF THE LEARNING MASTERY SYSTEMS FOR THE HARPER AND ROW GRADES ONE AND TWO AND THE MACMILLAN BANK STREET GRADE ONE READING SERIES

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ABSTRACT

This document outlines the revisions on the Harper and Row-Grades One and Two and the Macmillan Bank Street-Grade One Learning Mastery Systems. A rationale for the revisions is provided.

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REVISIONS OF THE LEARNING MASTERY SYSTEMS FOR THE HARPER AND ROW GRADES ONE AND TWO AND THE MACMILLAN BANK STREET GRADE ONE READING SERIES

A Learning Mastery System (LMS) is a set of materials to assist teachers in managing a learner's attainment of specified instructional objectives. This document describes program revisions on the Harper and Row Grades One and Two and the Macmillan Bank Street Grade One Learning Mastery Systems and presents a rationale for the revisions.

OVERVIEW OF LMS COMPONENTS

The LMS materials for the Harper and Row Reading Series and the Macmillan Bank Street Reading Series include: a) a Placement Test administered during the first week of school to assess pupil readiness for regular first-grade instruction, b) a Placement Test Record Sheet for recording Placement Test results, c) Criterion Exercises administered at the completion of each LMS unit to assess pupil learning of words, word elements, and word-attack words for that unit, d) a Criterion Exercise Record Sheet for recording Criterion Exercise results, e) Auxiliary Exercises administered at the completion of each LMS unit to assess pupil learning in auxiliary skill areas (Study Skills, Structural Analysis, Linguistic Skills, Visual Perception and Auditory Discrimination, Variant Letter Sounds, and Comprehension and Interpretation), f) an Auxiliary Exercise Record Sheet for recording scores, and g) Practice Exercises provided for each unit for

remediation or practice on primary outcomes (Words, Word Elements and Word-Attack). LMS H & R-2 has Review Exercises that serve as vehicles for reviewing Harper and Row-1 words and word elements.

Procedures for using LMS are given in the Teacher's Manual and Guide accompanying every level of each series.

GENERAL STRATEGY FOR REVISIONS

Revisions made in the three LMS series were based on observations of the classroom use of LMS procedures and materials, and comments and suggestions received from teachers during the tryouts in San Diego and Torrance. Materials were analyzed and reviewed by staff members. Generally, LMS components were simplified and organized into more compact units to aid in monitoring children's year-long performance. All words, word elements and word-attack words used in the components were verified with the content in the individual readers. Skill areas and specific objectives tested in the Auxiliary Exercises as well as the words used in these exercises were cross checked for content validity. Grammatical and spelling mistakes were corrected through systematic editing of all materials.

REVISIONS

Placement Test and Placement Test Record Sheet

Revisions to the Placement Test for Macmillan Bank Street LMS resulted in the elimination of items calling for pupil identification and discrimination of common objects. Validation of items testing

these objectives pointed to minimal correlation with specified LMS reading outcomes or with reading readiness. A Placement Test was added to LMS H & R-1 to maintain parallel components across LMS programs.

Placement Test Record Sheets were also revised in Bank Street and Harper and Row-1 materials. Originally, one record sheet with administration procedures was provided for each pupil in the Bank Street materials. This sheet was revised so that scores for all individuals in a class could be recorded on one page. The procedures for administration were then inserted into the Teacher's Manual accompanying the Bank Street LMS. Additionally, item directions, originally printed on each record sheet, were printed on the appropriate 5x8 test card. Identical record sheet format and test card format were incorporated into the Harper and Row-1 materials.

Criterion Exercises and Criterion Exercise Record Sheet

Suggestions received from teachers during formative evaluation of LMS materials implied that modifications were needed in Criterion Exercises. Constructed rather than selected responses were perceived as being a more appropriate test of the Criterion Exercise objectives. Additionally, constructed responses reduced the possibility of guessing and copying. Items calling for selected responses on the group-administered Criterion Exercises were then rewritten for individually administered constructed responses. Since no training in test sheet marking procedures was needed, the Criterion Exercise Training Sheets

were omitted from both first-year editions of LMS. Criterion Exercise Record Sheets for both Harper and Row-1 and Macmillan Bank Street-1 were expanded from a sheet of weekly class records to one of yearly class records. This complete yearly record eliminated the necessity of handling and filing multiple record sheets.

Practice Exercises

Items on the Practice Exercises were originally administered in both random and sequential order. Lists of random numbers provided to the left of each Practice Exercise proved more confusing than effective and were eliminated in materials for both first-year programs.

Auxiliary Exercises

Auxiliary Exercises did not require any extensive revisions in either series. Grammatical errors and misspellings were corrected. Items using words not in the child's basal reading vocabulary were rewritten.

Teacher's Manual

Appropriate changes were made in the Teacher's Manual for all revisions cited above in the two first-year LMS series. Additionally, outcomes listed in the Harper and Row-1 LMS were modified. Comprehension was enlarged to include Interpretation, and Linguistic Skills was replaced by Auditory Perception and Visual Discrimination. These changes made outcomes in MBS-1 and H & R-1 parallel and allowed for greater ease in training.

Terms "completion rate" or "pace" used in the manuals were changed to "completion schedule". The new terminology provided a more accurate label for the information in the Manual.

Content Summary Charts (summarizing the number of new words, new word elements, new word-attack words, and pages to be covered per day and per hour) were added to first-year manuals for both series. This information provided the basis for the scheduling of LMS units. Two pages of descriptions of the LMS materials were added to both manuals to increase teachers' understanding of the purpose for the different LMS components. Appendices of word elements and word-attack words were also added upon teachers' requests for an overview of program content to aid in planning instruction. LMS components for both series were sequentially indexed and packaged for easy handling, storage, and classroom use.

LMS HARPER AND ROW-2 REVISIONS

LMS Harper and Row-2 materials required no major format or component revisions. Grammatical and spelling errors were corrected through editing of all components.